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ABSTRACT

Academic and social performance of 204 high school students who had attended one-teacher rural elementary schools in Nebraska, South Dakota, and Montana was investigated to determine if small school students were disadvantaged in a larger high school setting. Data gathered by questionnaires from students, school administrators, and counselors showed that small school students were academically similar to their counterparts from larger schools, tended to have difficulty adjusting to the first year of high school but not to succeeding years, believed their elementary school experiences worthwhile and no disadvantage but would have preferred more students for sports and activities, did not drop out and were not disruptive, and were reported to be well-behaved and as effective in school as other students. Students most frequently reported problems of adjusting to different teachers and different classrooms for each subject and of being accepted socially. Some faculty felt that the students' major problems were more in adjusting to boarding in town rather than adjusting to school. Appendices provide an 18-page description of participating high schools, copies of questionnaires, and a 6-page transcript of student comments. A table compares small school students' achievement test scores with class norms by grade and school. (LFL)

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A STUDY OF THE PERFORMANCE OF STUDENTS FROM SMALL COUNTRY ELEMENTARY SCHOOLS WHEN THEY ATTEND HIGH SCHOOL

1985

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In the minds of many people who discuss the one-teacher school, it is often suggested that they are primarily nostalgic relics of the past, no longer needed, generally impoverished and not effective. However, a recent 1984 study (Muse, Smith, Barker -- BYU) of one-room schools in the nation found that a number of major improvements had occured since the 1960 study. Foremost among the findings were the following:

*The remaining schools serve a community need to remain in contact with the education of their children. Parents give strong support to these schools. To close a number of these schools would also result in students being bussed considerable distances or even being forced to board in another community to attend school.
*The majority of teachers(over 93 percent) hold a bachelor's degree or higher.
*School building facilities had improved considerably from the 1960 report. In 1984, 95 percent of the schools had indoor toilet facilities and a majority of schools reported that they have adequate cloakrooms, storage rooms and play areas.
*Common instructional aids were available. Approximately 30 percent of the teachers made frequent use of both television and computer equipment in the classroom for instructional purposes.

The above information indicates that the small school has improved considerably over it's 1960 image. Data would indicate that these schools have made sizeable strides to become more educationally sound. However, there has been little research conducted that examines the performance of students from one-room schools when they attend high school. Questions that need to be answered are:

*How do students from small elementary schools tend to perform on high school achievement tests?
*Do students from small elementary schools feel that they have had a good basic education?

*Are students from small elementary schools active in social events at school?
*Do students from small elementary schools tend to display

more disruptive behavior than other students?
*Do high school staff have concerns about the performance of small elementary school students?

The purpose of this study was to determine how successful students from one-teacher elementary schools (in a few instances two-teacher schools were used) were performing at the high school level. Data were gathered from both the student and the school administration. The academic and social aspects of the students' high school performance were the primary areas of interest.

METHODS

Population. Three states that have large numbers of one-room schools were selected for the study. They are Nebraska, South Dakota and Montana. High schools that had one-room elementary schools as feeder schools were identified in each of three states. Because of time and budget constraints, high schools that were clustered together in a convenient local setting (within a radius of about 100 miles of each other) were selected for the study. This process yielded four high schools in Nebraska, five in South Dakota and four in Montana. See Appendix A for a brief description of each of these schools. Information about the small-school students attending these high schools was gathered through questionnaires.

Questionnaires. Three different questionnaires were administered during the study. They were constructed by the authors and were submitted to selected members of the Rural Education Association for editing and review. One questionnaire was filled out by those high school students who had attended one or two-teacher schools. The second questionnaire (keyed to the student participant) was completed by a school administrator or counselor who was familiar with the work of the student. The third questionnaire dealt with the attributes of the high school itself and was filled out by someone in the administration. Examples of these three forms may be seen in Appendix B.

Procedures. After the necessary clearance was obtained from the respective school districts and principals, representatives were sent to each of the selected high schools. At the high school the representative met with the small-school students, either individually or in small groups. The purpose of the study was discussed and the questionnaire was explained. The students were

then given ample time to fill out the questionnaire. Once this was completed, the representative had someone in the administration fill out a student information questionnaire for each of the small school students. The school administrator was also asked to fill out a questionnaire about the school.

An attempt was made to reach all high school students who had attended a small elementary school. As might be expected, this goal was tempered with the constraints of class scheduling, field trips, absences, etc... In all instances, the majority of small school students in the high school were contacted. The following number of small-school students were surveyed at each school. See Table 1.

Table 1

Number of Small-School Students Surveyed at Each School

STATE	SCHOOL	NUMBER OF STUDENTS SURVEYED
State 1	School 1*	17
	School 2	14
	School 3	20
	School 4	23
State 2	School 1	12
	School 2	10
	School 3	11
	School 4	11
State 3	School 1	28
	School 2	15
	School 3	15
	School 4	13
	School 5	15
Total		204

* Because this study was not meant to be an evaluation of the performance of either schools or states, they are referred to only by number.

RESULTS

Because of the broad range of topics covered by the three different questionnaires, the results are divided into three main sections.

The first section attempts to present a global portrait of the small-school student, his elementary school, and his experiences in high school through a simple quantification of the survey results.

The second section assesses the small-school students' performance in high school. This was accomplished by examining the standardized test achievement battery the high school administers to it's students. Unfortunately, the schools utilized a number of different achievement tests making generalizations difficult.

The third section was another general profile of the small-school student based on qualitative data. This consisted primarily of student and administration comments. The profiles shed some light on how the students feel about their preparation for high school, what they feel about their small-school elementary experiences in general, etc.. The administrator's view included opinions about small-school students as a group.

Quantified Results. Those questions that lent themselves well to numerical coding, were analyzed using a simple frequency command in SPSSX. Students were able to respond to each question by selecting one of five values ranging from agree to strongly disagree. The following information was obtained from items on the student questionnaire.

1. Fifty-five percent of the students came from elementary schools that had less than 13 students enrolled. Eighty percent came from schools that had less than 21 students.
2. Seventy five percent of the students had brothers or sisters attending the elementary school at the same time they were.
3. The majority of students checked the category "agree" or "somewhat agree" to the item "I like going to school" (73.7%).

4. The majority (59%) wanted to attend college after graduation and 19% somewhat agreed.
5. The majority of students (36% agree or 23% somewhat agree) wanted their children to also attend a one-room school.
6. Sixty-eight percent did not agree that students that attended larger elementary schools had an advantage over those that attended one-room schools.
7. Seventy-six percent did not believe that they were ridiculed by other students because they came from one-room schools.
8. To the item "homework is too hard," 43% of the students strongly disagreed and 21% somewhat disagreed.
9. The majority (41%) agreed that it was easy to adjust to high school classes. Twenty-nine percent reported that they somewhat agreed.
10. The majority (44%) agreed that it had been easy to adjust to high school activities. Thirty percent reported that they somewhat agreed.
11. When asked about post-graduation plans, the two most common goals were to attend college or a technical school and to farm or ranch.
12. When asked about what they felt was the hardest thing to get used to since coming to high school, the most frequent problem was adjusting to having different teachers and different classrooms for each subject. The second problem was being accepted, meeting new friends, etc..
13. A total of 94.8% of the students felt that their preparation for high school was average to very good.
14. Of the comments written by students about their elementary schools, 33% were positive in nature, 5.6% were negative, and 12.8% were both positive and negative. Forty-seven percent did not respond.

From Form A, which was filled out by school personnel about each participating student, the following observations were made:

1. Sixty-three percent of the participating small-school students' behavior was rated as being good to excellent.
2. Forty-eight point nine percent of the small-school students were absent less than five days per school year.
3. Seventy-three percent of the small-school students were rated as being high to average in the area "participatioon in school activities."
4. The majority of the parents (37.9%) were rated as giving high support for school activities.
5. Of those administrators who responded to the item, they considered the one-room elementary schools in the area as being at least average in quality.
6. The administrators indicated that the teacher was the most important factor affecting the quality of the small-school.

Student Achievement Comparisons. The following are summaries of achievement scores for the small-school students. They are grouped by grade and school. The authors did not aggregate scores between schools because of the variety of different standardized tests administered. Whenever possible, the class norms were also included. Although limited to whatever information and scores the schools were able to provide us, the scores that the authors were able to obtain provided a basic picture of how well the small school students were performing in high school. At the senior level(12th grade) it was found that a number of students could choose not to be tested or to select a particular achievement test to take that fit their needs. Thus, test scores may not represent the total senior class.

State #1 School #1

GRADE	*MEAN SCORE	CLASS SCORE	TEST
9	73	67	NDET
10	78	89	STEP
11	55.4	45	PSAT
12	27	17	ACT

*high school students from one-room elementary schools

State #1 School #2

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	14.8	-	ITBS
10	15.5	-	ITBS
11	57.8	-	ASVAB
12	14.5	-	ITBS
	20.3		ACT

State #1 School #3

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	-	-	-
10	77.3	-	CTBS
11	64.25	-	CTBS
12	71.7	-	CTBS

State #1 School #4

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	64.2	-	IOWA
10	53.33	68	IOWA
11	66.5	55	IOWA
12	36.5	43	IOWA

State #2 School #1

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	66.8	67	SRA
10	-	-	-
11	66	48	SRA
12	27(n=2)	-	ACT

State #2 School #2

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	67	55	SRA
10	71	70	SRA
11	37	50	SRA
12	31.25	50	SRA

State #2 School #3

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	-	-	
10	82	81	CAT
11	83	78	CAT
12	78.3	76	CAT

State #2 School #4

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	90.66	-	OTIS
10	11.1	9.8	STANFORD
11	9.2	10.8	STANFORD
12	11.6	11.8	STANFORD

State #3 School #1

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	62.6	-	SRA
10	69.7	-	SRA
11	55.5	-	SRA
12	56.2	-	SRA
	25	-	ACT

State #3 School #2

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	66	-	SRA
10	80	-	SRA
11	42	-	SRA
12	54	-	SRA
17 (n=3)	-	-	ACT

State #3 School #3

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	8.15	8.8	SAT
10	9.05	9.8	SAT
11	9	9.8	SAT
12	9.7	11.8	TASK
	24.5 (n=2)	19.2	ACT

State #3 School #4

GRADE	MEAN SCORE	CLASS SCORE	TEST
9	-	-	-
10	44	66	SRA
11	74.7	61	SRA
12	70.5	69	SRA

Qualitative Results. (Observations and Discussions With School Personnel). Although it is difficult to draw conclusions from qualitative type data, the data does tend to portray the small-school students in a favorable light. Most principals rated the small-school students as being at least average in academic performance. Some even felt that as a group the small-school students out performed students that came from larger elementary schools.

The impression was given that the dropout rate among small-school students is lower than that for the rest of the student population. The results of this survey would tend to support this observation. Teachers and administrators that were interviewed were uncertain as to the cause of this almost nonexistent drop-out rate among small-school students. Some thought that it was a function of the home environment and it's accompanying value system. Others felt that it was a function of the seemingly greater level of maturity on the part of the small-school student. Still others attributed the endurance of the students to community value systems. They point out that although higher than the small-school students dropout rate, the rest of the student populations at these country high schools also enjoyed a low drop-out rate.

As was alluded to earlier, many administrators and faculty mentioned the fact that the small-school students were more mature than their larger school counterparts. They attributed this to the fact that most of these small-school students come from agricultural and ranching backgrounds. It may be that the greater responsibilities placed upon these students help to develop their self-confidence.

As far as problems experienced by small-school students in adjusting to high school, a majority of the school counselors felt that the problems were mainly social in nature. The students experienced difficulty in making friends, couldn't get used to all the people, etc.. Some faculty felt that the students' major problems were more in adjusting to boarding in town rather than adjusting to school.

Administrators felt that in most cases the small-school students were able to handle and adjust to the class work. Some felt that the small-school students were deficient in organized sports skills and that, although they were strong and fit students, they just hadn't had the practice in sports that other students had in the larger

elementary schools.

The small-school students themselves seem to support some of these observations. In reading their comments (see Appendix C), one gets the impression that the social and environmental, rather than academic considerations, were the causes of more of their problems.

Students mentioned the problems of adjusting to being away from home if they boarded in town. Some mentioned the long distances they sometimes had to travel if they didn't board in town.

Students mentioned the adjustments that they had to make because of larger classes, having a different teacher for every class, and having a different classroom for every class.

A few students felt that they were weak in a particular topic because their elementary teacher didn't emphasize it. This concern was also voiced by some of the administrators and faculty members at the various high schools. They mentioned the potential limitations of the small school, with the entire academic training of the student being in the hands of one or two teachers. These administrators and faculty pointed out that those limitations were just potential problems, and not an actual reality.

Some students felt disadvantaged in the area of athletics. These students felt that they just didn't have enough opportunity to practice and play sports with the other students.

Some students missed the individual attention that they received in their elementary school experience. It was interesting that students who did not like their small-school experience felt that this "individual attention" was not desirable because they had access to only one teacher during their elementary school years.

CONCLUSIONS

"Effectiveness" of schools is a hard thing to measure. This difficulty stems from the fact that it is difficult to separate what happens in school from what happens in other settings in each student's life. We can not say that the apparent "maturity" exhibited by the students in the study is caused by going to a one-room elementary school, nor can we attribute higher drop-out rates shown by "city" students to the elementary school influences that they encountered. There are just too many factors in a student's life that have an influence on his performance in school. About the only thing that can be measuredwith any degree of standardization is academic achievement. As standardized and regimented as it is, measuring achievement is by no means perfect or universally accepted. In addition it only measures a small part of the student's experience in school.

It is important to keep these limitations and controversies in mind while examining the results of this study. We sought to determine if the small-school student was disadvantaged or deprived in any way for having attended a small elementary school. We were not interested in establishing if their performance was superior to that of students from larger elementary schools. It is not a requirement that rural schools be better than their city counterparts, only hopefully that they be as good.

A review of the data gathered disclosed the following information and generalizations:

1. Students tend to be clustered near the average for all students in the school. In essence, the small school elementary students are academically similar to their town and city school counterparts.
2. A number of the senior students who graduated from small elementary schools had scored well above the average on tests such as the ACT. In one school the highest score, twenty-seven, was from a small school student and the third highest score (twenty-four) was also from a small school student.

3. Small-school students tend to have a difficult time adjusting their first year of high school, as reported by students and school staff. After the first year, there is no difference between the behavior of these students and others.
4. Very few small-school students drop out of high school or are considered to be disruptive.
5. The majority of the small-school students reported their elementary school experiences to be worthwhile and not a disadvantage to their high school performance. A number of students expressed, however, that they would have preferred more students in elementary school in order to participate in team sports and activities.
6. School staff and administrators at the high schools were uniform in reporting the small school students to be as effective in school as other students. They all reported that student behavior was very good.

More in depth studies need to be conducted with larger numbers of schools and more representative samples from the states with one-teacher schools. But based on the schools and states that were researched, we are reasonably confident in saying that small-school students are being adequately prepared for high school, academically and socially. One student from Montana summed it up well when she said about attending high school, "it was more a case of being scared than being unprepared."

In closing, we would like to thank the following for their extensive support and assistance: Allan Zetler, Director of Rural Education at Western Montana College; Ralph Kroon, full coordinator for Western Montana College; Allan Hansen, Administrator of Educational Service Unit No. 2 in Fremont, Nebraska; the superintendents and school administrators of the schools visited and the continuing interest in rural education of the BYU College of Education. It was indeed a pleasure to work with these professional educators and to receive such courteous welcomes at all of the schools visited in the study.

APPENDIX A

Profiles of Schools in Study

Carter Co. High School

Carter County High School is located in Ekalaka, Montana. Ekalaka is in the southeastern corner of Montana and is about 30-40 miles from the eastern border of the state.

Farming and ranching account for about 90% of the region's economy. Some forestry personnel also live in the area.

School Attributes:

Carter High has 81 students currently enrolled. There are 15 ninth graders, 23 tenth graders, 23 eleventh graders and 20 twelfth graders. The school has eleven full time faculty and a principal. This results in a student/teacher ratio of about seven to one.

Of the seven elementary schools that send students to Carter High School, six are classified as rural schools. All six of these are one-teacher schools. The 20 students coming from these six schools account for 25% of the student population. These six one-room schools are on the average about 55 miles away from the high school.

Custer County High School

Custer County High School is located in Miles City, Montana. Miles City is located on Intersate 94 about 140 miles east of Billings, Montana. The community's economy breaks down into about 80% ranching and agriculture and 20% business. The average family income is estimated to be between ten and twenty thousand dollars per year.

School Attributes:

The school is a larger high school with a student enrollment of 593 students. There are 172 ninth graders, 142 tenth graders, 134 eleventh graders and 145 twelfth graders. There are 40 full time faculty. The student/teacher ratio is about fifteen to one.

Of the 593 students who attend Custer High, 37 are classified as being from rural schools. Of the twenty-two elementary schools that feed Custer High, 14 are rural elementary schools. A few of the 14 rural schools are found in other school districts, but send students to this school because of the great distance to attend their own county high school.

In the community, approximately 70% to 80% of the adults have graduated from high school and about 20% to 30% have gone on to college. As in other high schools with rural students there are virtually no rural students who drop out of school.

Garfield County High School

Garfield Co. High School is located in Jordan, Montana. Jordan is located in eastern Montana, about 30 to 40 miles south of Fort Peck Lake. The school district is large, covering about 5,000 square miles. Economically, the area is approximately 97% agricultural and ranching.

School Attributes:

Garfield High School has an enrollment of 93 students. There are 26 ninth graders, 23 tenth graders, 25 eleventh graders and 19 twelfth graders in the school. The school has a student/teacher ratio of eight to one. Of the 93 students, 23 are classified as small-school students. This number makes up 25% of the student population.

These small-school students come from 12 different rural elementary schools. There are a total of 14 elementary schools that send students to Garfield. Because of the distances that some of the students have to travel to get to school (average of fifty miles one-way), the district operates a dormitory for boarding students during the week days.

The profile of the community is as follows. The average yearly family income is between twenty and thirty thousand dollars. Sixty-five to seventy percent of the adults have graduated from high school and about twenty to twenty-five percent have gone on for some type of college education.

Newell High School

The high school is located in the town of Newell, Montana. Newell is about 60 miles north of Rapid City. The nearest point of reference is the Belle Fourche Reservoir which is about ten miles east of the town. The town has a population of approximately 637. Farming and agriculture make up about 70% of the economy.

School Attributes:

Newell High School has a total of 119 students. There are 35 ninth graders, 33 tenth graders, 29 eleventh graders, and 26 twelfth graders. The school has 17 full time faculty. Of the 119 students, 20 are from one or two teacher schools. Of the eight elementary schools that send their students to Newell, six are rural (one or two teacher) schools.

The drop out rate among the students coming from small elementary schools is almost non-existent at Newell High. The graduating class last year produced two Military Academy appointments, one to West Point and another to Annapolis.

New Underwood High School

New Underwood High School is located in the town of New Underwood in Pennington County, South Dakota. New Underwood is located about 30 miles east of Rapid City. The town has a population of about 600 people. Farming and ranching account for about 70% of New Underwood's economy.

Some of the townspeople commute to Rapid City and the nearby air force base to work. Likewise, the principal and some of the teachers who live in Rapid City travel to New Underwood to work each day.

Approximately 70% of the parents have graduated from high school. Of these graduates, about 20% have gone to college. The average family income is in the ten to twenty thousand dollar range.

School Attributes:

There are 76 students at New Underwood. There are 26 ninth graders, 13 tenth graders, 15 eleventh graders and 22 twelfth graders in the school. With 11 teachers the student/teacher ratio works out to be approximately seven to one.

Of the elementary schools that feed New Underwood High, six can be classified as being country schools. Students from these six schools, along with other country tuition students, make up about 52% of the student body.

New Underwood also boasts a low drop out rate. The average is only about one drop out per year for the entire school. Usually all of the country students finish high school.

Despite the small number of students, New Underwood is active in academics, sports, and cultural activities. For the past two years, they have played host to foreign exchange students.

Philip High School

Philip High School is located in the town of Philip, South Dakota. The town is located about 80 miles east of Rapid City. Philip is located in an agricultural area and draws most of it's economic support from farming and ranching.

School Attributes:

Philip High shares it's facilities with the local National Guard unit. There is also an elementary school.that is located on the same property.

The school itself has 154 students enrolled. There are 58 ninth graders, 33 tenth graders, 33 eleventh graders, and 29 twelfth graders in the school. With 13 full time faculty, the student/teacher ratio is about twelve to one.

There are ten elementary schools that send students to Philip High School. Of these ten, three are country (one or two teacher) schools. These country schools account for 60 students at Philip High School, or about 39% of the studentbody.

About 50% to 70% of the parents have graduated from high school and approximately 30% to 50% of those graduates have gone on to receive some college education.

Philip High, like most high schools in South Dakota, boasts a very low drop out rate. They have only about one student per year drop out of school. It is rare to have any student that comes from a country elementary school drop out of high school.

The school is active in sports and academics. This past year they had two members of their wrestling team selected for the state team that traveled to Germany to wrestle.

Powder River County High School

Broadus, Montana is the home of Powder River County High School. Broadus is in the southwest corner of Montana. It is about 50 miles north of Wyoming and 70 miles west of South Dakota. The area relies mainly on farming and ranching for its revenue, with these two sources accounting for about 70% of it's economic base.

School Attributes:

The school has a current enrollment of 165 students. There are 42 ninth graders, 43 tenth graders, 32 eleventh graders and 48 twelfth graders in the school. With 13 full time faculty, the resulting student/teacher ratio is thirteen to one. Of these 165 students, there are 24 that come from rural elementary schools. Of the twelve elementary schools that feed Power River High, ten are classified as rural elementary schools.

Among the students who came from rural elementary schools, there are usually no drop outs. Some of the personnel at Powder River High feel that some of the highest academic achievers at their school have come from one-room schools.

Sturgis Brown High School

Sturgis High is located in the southwestern section of South Dakota. The school is located approximately four miles outside of the town of Sturgis. As is often common in South Dakota, the school shares some of its' buildings with the National Guard. By doing this, the school district was able to save money in construction of new buildings. The school itself is relatively new.

The community around Sturgis High depends mainly on farming and ranching for it's economic base. Farming and ranching make up about 60% of the economy with mining, tourism, and commerce making up the other 40%. The average family income for the area is approximately ten to twenty thousand dollars per year.

Sturgis High School services a school district that covers about 3600 square miles. There are 16 rural schools that feed Sturgis High. Of these 16 schools, 14 are classified as being one or two teacher schools.

School Attributes:

Sturgis High is one of the larger high schools in the region. Presently, there are 771 students enrolled in grades nine through twelve. There are 216 ninth graders, 199 tenth graders, 185 eleventh graders, and 171 twelfth graders in the school. With 42 full time faculty, the student/teacher ratio is approximately one teacher for every 19 students.

Approximately 60%-70% of the parents of students have completed high school. It was estimated that about 20 percent of these graduates attended college.

Because of the distances between their homes and the high school, some of the small school students board in town during the week.

Wall High School

Wall High School is located in Wall, South Dakota. Wall is located about 50 to 60 miles east of Rapid City. The town is unique in that in addition to farming and ranching, tourism also constitutes a major portion of it's economic base. Farming and ranching account for about 65% of Wall's economy, with tourism accounting for about 30%. During the summer months, there may be as many as 10,000 tourists a day traveling through Wall.

The average household income is about $10,000 to $20,000 per year. It is estimated that 70% to 80% of the parents of the students have graduated from high school with about 15% to 20% of those graduates receiving some college training.

Unlike other rural high schools, Wall High does not adjust it's schedule around spring plowing and fall harvesting. Generally the schedule is arranged to meet the demands of the tourist season. Many of the students work at tourist related jobs.

School Attributes:

There are 87 students who attend Wall High. There are 19 ninth graders, 22 tenth graders, 29 eleventh graders and 17 twelfth graders in the school. With eight full time faculty, the student ratio is ten or eleven students to each teacher. Of these 87 students, about 21 of them come from country schools. There are seven elementary schools that feed Wall High and six of them are considered to be country schools.

Because the town of Wall is the center for activities in the area, many of the small school students have a chance to get acquainted with the school and the town before they actually start attending high school. The town is proud of the school's achievements, both in sports and in academics. Wall High has even produced a Rhodes' Scholar among it's achievements.

Cedar Bluffs High School

Located in Saunders County, Nebraska, the school is situated in the small town of Cedar Bluffs. The larger city and hub of the area is Fremont, which is some eight miles distant. Cedar Bluffs has a population of approximately 600 with the major occupations relating to agriculture and light industry.

Families are stable with most of the high school students having lived in the area and same home since birth. Broken families are few, averaging less than 20% of the parents. The typical average family income is approximately twenty to thirty thousand dollars a year. Students from Cedar Bluffs are fortunate in live in well-kept homes within a friendly community atmosphere.

Most of the fathers and mothers have graduated from high school. The number who have attended college is considerably less, with about ten to twenty percent having had some college training.

School Attributes:

There are no one-teacher schools in the attendance area. However, twelve students have attended two-teacher schools during their elementary school years. The school has 88 students attending grades 9 to 12. The school has the following number of students by grade:

Grade Level	Number of Students
9	26
10	20
11	18
12	24
Total	88

The school faculty totals 11 full time and three part time teachers. Counting just full time faculty, the pupil/teacher ratio is only eight to one. School is held in two buildings (one old and one new). Facilities are up-to-date and the teachers are well-trained.

The school emphasizes a college preparation track although a relatively small number of the 1985 senior class (about 45%) are planning on advanced education. Those students who are considering attending college mention schools that are small and close to home.

The school schedule is seven periods with a 8:30 a.m. to 3:30 p.m. school day. Students may take science through chemistry; mathematics through Algebra III and 12th grade government and economics. A foreign language is not offered. The schedule includes computer science in the 11th and 12th grades. Auto welding, woodworking and business courses are well-attended.

Students from County Elementary Schools:

The students from the small country (Class I Schools) are not considered discipline problems. They are well-behaved and friendly.

The principal and counselor reported that the country students are not hindered academically or socially in high school. However, the first year of high school presents an adjustment problem to these students. The larger classes and a new teacher for each subject is a totally new experience. After the first year, the students are perceived as no different than the students who have come from the larger town elementary school.

The school personnel did report that academic success is dependent to a large degree upon the country school that the student has attended. If the elementary teacher did not emphasize math or science (was reported to be the situation in two of the elementary schools) the students from these schools will be behind the other students who enter with that background. As a result, these students are scheduled in lower level mathematics courses.

Interestingly enough, no student in the country school group has gone to an elementary school further away from Cedar Bluffs than 10 miles. Parents prefer the small school rather than take their children the few miles to the larger school setting. Even the larger town of Fremont is only 10 to 15 miles away.

Fremont Senior High School

The town of Fremont is located 40 miles from Omaha, Nebraska. The school has 893 students which is a decrease from the previous school year. Although a fairly large city and school, five elementary schools that send students to the high school are one-teacher schools. The town serves as the area's major shopping center. Fremont boasts a large hospital, airport, college and a number of stores and businesses. The typical family income is from twenty to thirty thousand dollars each year.

School Attributes:

Students come to the high school after attending junior high school on another campus or by attending one of the Catholic junior high schools. Only eleven students in the high school have gone to a K-6 or K-8 elementary school the entire time and were now attending the school. A number of other students have attended the one-teacher schools, but attend Catholic secondary schools.

The Fremont Senior High School is modern with an excellent staff. The school's curriculum is extensive, offering courses found in larger high schools. A comprehensive pre-college track is emphasized as well as a variety of vocational courses. The school has the following number of students by grade:

Grade Level	Number of Students
10	313
11th	295
12th	284
Total	893

There are 62 faculty members which results in a pupil/teacher ratio of one to fourteen.

The high school operates on an eight period day schedule. Current school requirements list 200 hours of credit to graduate. In 1989, students will be expected to earn a total of 220 or more semester hours of credit in grades 9-12.

The counselors were helpful in locating the students from one-room elementary schools. They were familiar with these students and reported that they were good students and not apt to create problems. The students were positive aobut their earlier schooling and felt successful in high school. However, as is the case with a majority of the small elementary schools in Eastern Nebraska, these one-room schools are not far from Fremont. In most instances, the travel from home to Fremont is less than 10 miles.

West Point High School

The town of West Point is proud of its modern high school. The school plant has ample facilities and offers a broad variety of courses for grades 7-12. West Point is a thriving community which caters primarily to agricultural occupations. The school district is located in Cuming County, Nebraska. The Cuming County Superintendent of Schools has offices in the Court House and provides educational services to four Class III public schools and a number of Class I small schools.

The high school has an enrollment of 251 students. This number could easily be higher but the Central Catholic High School in West Point draws a number of students from the community and surrounding areas. The two schools, however, do cooperate in permitting students to exchange for particular classes not offered in one or the other school.

The West Point High School receives students from ten elementary schools. Six of these schools are one-teacher schools. The one-teacher schools are well organized and staffed by certified teachers. A number of these schools (such as #34 in Wisner, Nebraska) are noted for their decades of continuous service and outstanding programs.

School Attributes:

The high school has 24 full time faculty members. The pupil/teacher ratio is approximately one to ten students. The breakdown of grade level is as follows:

Grade Level	Number of Students
9	71
10	57
11	67
12	56
Total	251

The school has a seven period day. Classes start at 8:20 a.m. and end at 3:36 p.m. An hour is used to transport students to the Catholic high school for specific classes.

An unusually large number of courses are offered at the school primarily because of semester and quarter semester offerings. Diversified Occupations is a well-attended cooperative training program. The English Department has a variety of courses ranging from British Literature and Shakespeare to Frontier Literature and College Composition. Approximately 19 courses are offered in vocational trades and vocational agriculture.

During the 1984-85 school year, 26 students attended the high school who had previously gone to one-room schools. These students were active in school programs and expressed enthusiasm for their elementary school experiences as well as those in high school. They were uniform in their feelings that elementary school had not hindered success in high school.

Scribner High School

The town of Scribner is located in Dodge County in northeast Nebraska. The rural farming community is 60 miles from Omaha and about fifteen miles from Fremont, Nebraska. The town's population is approximately 1000. The major occupation of those living in the community is agriculture (approximately 60%) and industry (about 20%). The average family income is about ten to twenty thousand dollars per year. The parents are interested in the education of their children. Twenty to thirty percent of the mothers and fathers have attended college.

School Attributes:

The Scribner School District has an enrollment of 280 students. These students attend the elementary school (K-6) or the junior/senior high (7-12). The district is dedicated to provide the best educational opportunities possible to help each student gain as much as possible. Part of this commitment to youth is the number of teachers employed by the school district for its high school. The total number of students in the high school is 94, and the number of high school faculty is 18. This results in a pupil/teacher ratio of approximately one to five. The breakdown of students by grade is as follows:

Grade Level	Number of Students
9	22
10	20
11	25
12	27
Total	94

Students attend school in a spic and span old three-story 1912 building and in a new modern addition. The school has a computer room with 12 computers. A two-year program is offered. Almost every student takes at least one year of computer science.

The high school is committed to a strong emphasis in academics. Every year, each student is required to complete a major writing

project. Thirteen courses are offered in the English Department. Two of the courses emphasize writing as a course title. Spanish is also offered as the foreign language. Vocational Agriculture, Home Economics, Industrial Arts, and Business Education are also emphasized with numerous courses and well-arranged facilities. The art department offers a broad and interesting group of courses that are appealing to many of the students.

In 1987, Scribner High School is increasing the total minimum credit hours required for graduation to 220 credit hours. All students must complete at least one writing and one reading class following the conclusion of 10th grade English.

The school schedule is based upon an eight period day with school beginning at 8:20 a.m. and ending at 3:30 p.m. Study halls are a regular part of each student's schedule and teachers are required to supervise one study hall per day.

The high school also has employed a full time resource teacher and aide to assist students with special learning problems. The school district also had in place a well developed Staff Development Program to improve the performance of teachers and administrators.

APPENDIX B

FORM A

STUDENT CHARACTERISTIC PROFILE
(one per student--**filled out by High School Personnel**)

1. This student is: Male____ Female____
2. Name of High School:_____
3. Name of elementary school that this student graduated from:_____
4. Student's grade in School:_____

High School Achievement Test Information on Student:

5. Name of Test:_____
6. Date Administered:_____
7. Student's Score(s):_____ Av. Score for Class:_____

   _____ Class Standing:_____
8. Student's GPA this year:_____
9. How would you rate the student's behavior in school?

   Poor_____ Fair_____ Average_____Good_____Excellent____

10. What is the student's absence record?

    Please check the category that is the best estimate of the number of days of school that this student would miss in a school year:

    ____ Less than 5 days

    ____ 10 - 20 days

    ____ 20 - 30 days

    ____ more than 30 days

11. How would you assess the amount of this student's participation in school activites?

    High_____ Average_____ Low_____

12. Rate his/her parent's support of school programs:

    High support___ Average support___Low support___ Don't know

--

13. Any other interesting observations about this student? (Honors, scholarships, awards, etc..)

    _____

    _____

    _____

14. How would you rate the quality of the elementary school that this student came from? (in comparison with the other elementary schools that feed your high school).

    High quality_____ Average_____ Low quality___

15. If you marked high or low quality on the previous question, please indicate the factor(s) that made it so:

    teacher_____

    building_____

    supplies_____

    extra-curricular activities____

    parents_____

    class size_____

    other_____ (Please specify)

FORM B

HIGH SCHOOL INFORMATION PROFILE

(One per high school, **to filled out by High School Personnel**)

1. State:_____
2. County:_____
3. Name of School:_____
4. Name of Principal:_____
5. Address:_____

   City:_____ State:_____ Zip:_____
6. Phone:_____

General School Attributes

7. Number of Elementary schools feeding this school. _____
8. How many of these elem. schools are one-teacher schools? ____
9. Total number of students in high school:_____

   Breakdown by grade:

   9:_____10:_____11:_____ 12:_____
10. Number of full time high school faculty:_____

    Part time high school faculty:_____

Community attributes:

11. Main occupation of those living in your school's community: Please break down with approximate percentages.

    Agriculture:_____ Mining:_____

    Ranching:_____ Business:_____

    Industrial:_____ Recreational/Tourist:_____

    Other:_____

12. Estimate of the average gross family income of your school patrons.

    Please check one:

    less than $10,000 _____
    $10,000 to $20,000 _____
    $20,000 to $30,000 _____
    $30,000 to $40,000 _____
    above $40,000 _____

13. Educational background of community. Please write the estimated percentages in the spaces provided.

    Level achieved:

FATHERS	MOTHERS
High School_____	High School_____
Some College_____	Some College_____
Graduated from College_____	Graduated from College___

Student Characteristics

14. Number of students from one-room schools attending this school:_____

15. By grade: 9_____ 11_____

10_____ 12_____

16. Average number of all students who drop out or discontinue high school each year:____

17. Reasons for dropping out or discontinuing?

18. Average number of students from one-room schools that drop out or discontinue each year:_____

19. Reasons for dropping out or discontinuing?

Achievement Information

20. Name(s) of standardized test(s) used in school.

_____
_____

21. Grade levels tested each year:_____

22. Average composite score for each grade level:

grade 9._____ norm score (if any):_____

10._____ norm score (if any):_____

11._____ norm score (if any):_____

12._____ norm score (if any):_____

23. Classification of the academic achievement of one-room students as a group (just an estimate):

Please check the most appropriate.

Below average _____
Average _____
Above average _____

24. What are the future aspirations of this year's seniors from your school for the next year (based on your experiences with them).

Please fill in the percentages of <u>one-teacher</u> students who will:

	Male	Female
Graduate from high school.....	_____	_____
Attend college:.....	_____	_____
Attend trade school:.....	_____	_____
Not attend college or trade school and get a job away from home:.....	_____	_____
Not attend college or trade school and return home to work with family:.....	_____	_____
Not attend college or trade school and stay at home:.....	_____	_____
Join the military:.....	_____	_____
Other:.....	_____	_____

25. Please fill in the percentages of regular students who will:

	Male	Female
Graduate from high school:	_____	_____
Attend college:	_____	_____
Attend trade school:	_____	_____
Not attend college or trade school and get a job away from home:	_____	_____
Not attend college or trade school and return home to work with family:	_____	_____
Not attend college or trade school and stay at home:	_____	_____
Join the military:	_____	_____
Other:	_____	_____

26. Any other observations

FORM C

STUDENT SELF REPORT PROFILE
(One per student-- To be filled out by student)

1. Name of high school you are attending:_____

   Address:_____

   City:_____ State:_____ Zip:_____

2. Name of elementary school you attended:_____

3. How many students, in all grades, were there in your elementary school?____

4. Did you have any brothers and sisters in elementary school with you at the same time? Yes____ No_____

5. If so how many? brothers_____ sisters_____

---

6. What grade are you in? _____

7. Male:_____ Female:_____

8. How far do you travel (one way) to school each day? _____ miles.

9. Do you ride a school bus? yes___ no____
In the questions that follow please circle the number that is closest to how you feel.

1 = agree 2 = somewhat agree 3 = neutral
4 = somewhat disagree 5 = disagree

10. I like going to school. 1 2 3 4 5

11. I want to attend college after I graduate 1 2 3 4 5

12. I would like my children to attend a one-room school like I did. 1 2 3 4 5

13. I feel that students who have attended larger elementary schools have an advantage because of better teachers, materials, and more activities. 1 2 3 4 5

14. I don't want to attend college 1 2 3 4 5

15. Other students make fun of me because I attended a rural school. 1 2 3 4 5

16. I think that my home work is too hard. 1 2 3 4 5

17. It has been easy to adjust to high school classes. 1 2 3 4 5

18. It has been easy to adjust to high school activities. 1 2 3 4 5

19. What do you plan to do after you graduate from high school?

20. What has been the hardest thing you had to get used to since coming to high school?

21. What school activites have you participated in this year?

Please list the activities under the appropriate categories:

Athletics	Student Gov't	Clubs	Drama	Other
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

22. How well do you feel your elementary schooling prepared you for high school?

I felt very well prepared _____

I felt that my preparation was average ____

I felt that I wasn't prepared _____

Comments:

APPENDIX C

Transcripts of actual student comments regarding their feelings about attending a one-teacher elementary school.

POSITIVE COMMENTS

I loved it because I was the only boy.

I had fun and felt that I wasn't cheated out of anything. I also got to spend more time with my family.

I think that my rural school was the best I ever went to and even though it was just my family in the school, we always had fun.

Country school was good for me because it got me used to the kind of work you have later in high school.

I feel that a country school is a good school because of the time the one teacher can spend with you.

I feel the opportunity of going to a country school greatly enhances one's education. A country student gets far more individual help than a city person.

I think the littler the school the better because you get more attention and it's more of a family. You get lots of individual help.

I was lucky in grade school because I had some really good teachers, which makes all the difference.

I feel that by having more individual attention, I was much more prepared for high school than students from larger schools.

I loved it. There was more time to accomplish school work in school so there was less homework.

It was a blast. We got to be outside more and also the teacher could spend more time with us.

I liked a one room school and want my children to go to one.

High school has been a lot of fun. Discouraging at times, but mostly fun. I wouldn't trade my rural school years for anything, they were great. At first it was hard to fit in, because I wasn't in any clique, and no one really knew me, and I didn't know very many people either, but it's been an overall success.

In the one room rural schools I find that the students have developed higher morals, whether it be politeness, consideration, or behavior.

I feel that when you attend a rural school you receive a more personal and one-on-one education. I have helped teach the younger grades. One disadvantage is that scholastically you can be behind especially in math and science. But overall I feel I have had just about the best education possible.

I think a student can learn a lot more when there isn't so many kids around, and the teacher can help him/her more. I really like our country schools, and are proud of them.

I had a lot of freedom at my school to develop at my own pace. The most important thing was the general all around feeling. Getting the whole school and community together for picnics and Christmas programs leave a feeling that I don't think could be matched in a city school.

I think it is something everyone should experience, it's just too bad so many kids can't! It's great!

I felt that it was fun and I enjoyed it. I could go home and work or do things that I wanted to.

I feel that I got a good education at my rural school and am proud to be a rural student.

I think rural schools have an advantage over urban ones in that there can be more one-on-one with you and your teachers and students aren't slowed down because of other classmates as much. We were able to go at our own rate so long as it wasn't too slow. That way no-one was ever bored.

In rural schools the kids get individual help. I like this in a school and I think it takes a lot to be a rural school teacher.

I really learned responsibility in the rural schools and I learned how to study and be more independent. I learned how to get along with kids of different ages and I learned a lot helping them.

I feel like we had a very good education, we had a special "bond" that is a lot different than big schools. A lot of people think that we country hicks are dumb, but we fit in very well. I think most of us have better personalities and know how to treat people.

I believe that I learned just as much or more than most students when I attended XXXXX elementary. Not only school wise, but being a person and how to treat other people. Also in a rural school students get more attention from the teacher, which, of course, means you learn more.

It was fun because we got recess. We also got home a lot quicker. I liked it.

I was the only boy but I got a lot of work done because there was no one to compete with.

I enjoyed it and I feel that I was well prepared for high school.

It was very exciting.

I loved it.

I liked rural school a lot. If I had to do it again, I would.

I feel that having a country school when you are young is good. If you live a ways from town.

I enjoyed the school that I come from and I think that it is hard for young children to go to a large school. Young children need special attention that large schools cannot give them.

I liked going to a country school better that High School because I felt I got a better education in a country school. Also, I did more activities in the country school.

The quality of a country school depends upon the community that it is in. If it is in a good community they will have a good schoolboard and hire good teachers. I was lucky to have both.

It was good cause I could go home and work.

I feel a country school helps educationally by the student concentrating more on his work and help needed.

I felt the country school gave me more personal attention and I was able to learn more easier.

I think it prepared me for high school very well.

I feel that there is more individual attention in a one room school. This prepared me better for High School.

I think I learned more there except in the subject science. I also learned to get along with kids of all ages.

I learned a lot from that school, more than I think I would have learned from the elementary school in town, but I had very good teachers for the most part. I may have missed out on some chances for activities, mainly sports.

I think that a rural school gives students more individual attention and help that they might not have received in the city schools.

I think it was a good way to education at my rural school.

Elementary school helped me a lot. I wouldn't have gone to a town school if I had the chance. I adapted good to high school and didn't have any problems. The hardest thing for me to get used to was the homework.

Elementary school prepared me for high school pretty good, you were able to receive more individual help on certain subjects you needed help in.

I think the small school had more time for their students and actually prepared them a little better.

Elementary school prepared me adequately for high school in the education area.

I felt that my education was superior. The atmosphere is much better. You know the whole student body and what each one feels.

I enjoyed going to a country school because I felt that if we had a problem learning something, the teacher was right there to help us. We got a lot of individual help the city grade school kids don't.

I don't agree they (rural schools) should be closed because they are OK academically but should only go K-6.

I think I was very fortunate to be able to attend a rural school. I do not think they should be closed. I feel I had a better education than most when I went to junior high because I seemed to know more. More attention is given to each individual. You are not just another student.

I feel that they should not be closed, because you get more individual help and I think that is what has helped me the most.

I feel these rural schools should be kept open because I had the personal help, little peer pressure, close friendships, and an excellent education. I enjoyed school in rural school and would hate to see it be closed.

I felt that I was very well prepared for high school but maybe I could have been just a little bit more prepared. I think that going to a rural school was fun and that other kids thought it was fun too. We didn't have as many problems as other larger schools do. I don't think the rural schools should be closed.

I, myself, know that at a country school we got a lot more one on one help. When I came here I was along ways ahead of the rest of the students and now I'm at their level so my learning has kind of stayed at a standstill. I was way ahead of them when I first got here and everything they did was like a review to me. I think rural schools should be kept open because of my stated response.

I feel as though if my old school closes it will be a great loss, because there is many different things in which the little two room school helps kids learn, you get a one on one basis, you don't have to compete against 50 other kids to get to learn what you need to learn. I felt as though I received a good start on my education. And I can thank my teachers who were patient with the kids in learning.

I felt that attending a country school was fun and that I could get used to going to school and communicating with other people before attending a big school.

I felt that my old school prepared me better than I would of been prepared here. I think that you get a lot more one to one contact at a country school. You learn a lot more at a country school than at a high school, by my opinion.

I feel my elementary school prepared me well for my high school years.

The country school was a good experience but I am also very glad I got to come into XXXXX high.

I feel that my elementary school taught me much and very well prepared me for high school.

I liked going to country school.

I think that country schools are good and should not be closed.

Country school and small school education is not as bad as everyone thinks. The most definite advantage is one on one teacher relationships. I feel I am more than adequately prepared coming from the schools I did.

I think a rural school prepared me in scholastics better than a bigger elementary school. A rural school is an experience that all young children should get the opportunity to have.

NEGATIVE COMMENTS

I think it would be better for kids to go to town schools because they could meet more people and there are more activities although in country schools the kids get more attention from the teachers.

Elementary schools need more materials and activities. The teacher needs to prepare their students for the larger amounts of homework.

My teacher was lazy.

My teacher didn't teach English very well.

I felt that because my teacher didn't like math and science. I didn't get a very good education in that area.

I wish I would've been able to go to a bigger school - better education (more advanced). I wish I would've been around more people--not just 5 or 6.

I really didn't get prepared for high school because the subjects taught there didn't help me all that much. I would rather have gone to junior high instead. I wasn't ready for junior high because XXXXX was a small school.

My school had poor education, but it was enough to get a start in this school.

I think that it is better if kids go to a bigger school cause I know that I am behind everyone here in most of my classes, mostly English grammar. We didn't do much work at our country school we had a lot of recess. I thought it was really neat at that time but now that I am so behind I really hate it. And I really don't want my little brother to be as behind as I was.

I really didn't like our country school at all. Some of the classes we had like history, health and science we only had once a week. We didn't have any English, just spelling books. Grammar is really hard for me to understand because we never did anything like that. Now coming here I feel like I'm behind everyone else. Most of the kids at

XXXX learned grammar and science in the 6th and 7th grade. I didn't know any of it.

Another thing that really bothers me about country schools is they don't have any type of sports. The only type of competition we had is once a year we would have a track day with all the district schools in our county. Kids in a public elementary school and in 7th and 8th grade can get some experience in sports but not at small schools.

I feel we didn't get the education that I needed to prepare myself for high school. I tell my parents to have my little brother change to a bigger school. I guess what I'm trying to say is that my friends had more opportunities in education and academics than I did and I really wish I would of had the chance to get it also.

I think going to a larger school would prepare you better for the future. Because a small school does not prepare you very well for high school, like subjects did not prepare me very well for subjects that I have in this high school. In some subjects such as english and history I have a hard time in. I feel kids should go to a bigger school to start off with!

The teachers were less prepared to teach you.

I think I wasn't prepared because the last three years I had bad teachers.

My rural school was larger then most but it was hard to adjust to changing classes each hour and there were many more people in high school.

NEUTRAL OR MIXED COMMENTS

I feel that I learned a lot in country school, but I also feel that anyone in a country school should be able to participate in athletics in junior high. This problem could be (or anything else) solved if they changed the grades to K-6.

I feel that country schools are OK. I wish, though, that they offered more activities.

Teacher was well prepared in English, not in Algebra.

I was well prepared for English because we had learned a lot about it in grade school. I wasn't prepared for algebra because we didn't learn very much about it.

I felt that I may have had an advantage attending a country school because a person can get more attention from his/her teacher. When I went to grade school, I was the only kid in my class for about five years, so it was a big change in like the number of kids from what I was used to.

Country schools are probably better because you learn more. It is a little harder to adjust to high school because of the different things that happen.

The atmosphere in my elementary school didn't prepare me for the faster pace but I feel rural elementary students learn at least as much as students in larger schools do.

I felt very well prepared for the academic portion of school but I felt I wasn't prepared for the social aspect of school.

I really liked country school. You got to know your teachers really well. They can help you and they know you personally. The only thing is that it gives you a slow start in sports. You have to get the people to accept you.

It was a lot of fun but it was boring with only three kids to play games such as baseball.

I feel that you have more help at a country school and stuff and in a big school there is more sports and it's funner.

I really like the little school especially since I felt I didn't have to compete or compare myself to so many others. However working at my own pace sorta put me behind in some classes.

The only part about my school was not being able to meet people. I was with the same ones every year. However, I did enjoy the freedom of class studying and the extensive field trips.

It helped you to learn more because the teacher could spend more time with you. The worst part of it was the low population and on activities.

I think there is both bad and good both in country schools and city schools. I liked the atmosphere in a country school. You are closer to your teacher and other kids. One bad thing about the country school was that I never had any homework or a test before I came to high school. My brother is in the same country school though and has said things have improved.

I feel the school I attended gave me good study habits, but was at a disadvantage in sports and social activities.

XXXXX elementary prepared me very well academically for high school. I've made the honor roll every semester. During my eight years at XXXXX elementary, the school became one big family. The only problem was the social adjustment. It was hard to understand the cliques and the way you were supposed to act, because at my elementary school everyone acted like themselves. But on the whole I feel I have adjusted well. It just took longer.

I think the rural students were more scared than unprepared. I am neutral about attending that rural school.

The only thing I feel was a drawback of attending a one-room school was the fact that there were no athletic programs, clubs, etc.. I feel I was better prepared academically in some subjects because of being one on one with the teacher and the responsibility of helping out the younger students.